

## Grade 2 ► Weeks 1-6 What Do Good Readers, Writers &amp; Thinkers Do?

## CODING KEY

★ = New Standard

🌀 = Continued Focus

▶ = Focus Fading to Mastery

## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ★ c. Ask for clarification and further explanation as needed about the topics and texts under discussion. ★ SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ★	Phonological Awareness	RL.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. ★ RL.2.3: Describe how characters in a story respond to major events and challenges. ★  Craft and Structure RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ★  Integration of Knowledge and Ideas RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. ★  Range of Reading and Level of Text Complexity RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ★	RI.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. ★  Craft and Structure RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . ★  Integration of Knowledge and Ideas (Begins Weeks 13-18)  Range of Reading and Level of Text Complexity RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ★	(Begins in Weeks 7-12)	L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> ). ★ b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i> ). ★ d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i> ). ★ f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ). ★ L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. ★ b. Use commas in greetings and closings of letters. ★
	Phonics and Word Recognition			Production and Distribution of Writing	
	RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. ★ c. Decode regularly spelled two-syllable words with long vowels. ★ f. Recognize and read grade-appropriate irregularly spelled words. ★  Fluency RF.2.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ★ b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ★ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ★			W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ★	
				Research to Build and Present Knowledge	
				W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ★ W.2.8: Recall information from experiences or gather information from provided sources to answer a question. ★	
Presentation of Knowledge and Ideas				Range of Writing	Knowledge of Language
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) ★				(Begins in Grade 3)	(Begins In Weeks 13-18)
					Vocabulary Acquisition and Use
					L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. ★ d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ). ★ L.2.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ). ★ L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ). ★

## Grade 2 ► Weeks 7-12 What Do Good Readers, Writers &amp; Thinkers Do?

## CODING KEY

★ = New Standard

⦿ = Continued Focus

► = Focus Fading to Mastery

## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
<b>Comprehension and Collaboration</b>	<b>Print Concepts</b>	<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>	<b>Text Types and Purposes</b>	<b>Conventions of Standard English</b>
SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ► b. Build on others' talk in conversations by linking their comments to the remarks of others. ★ c. Ask for clarification and further explanation as needed about the topics and texts under discussion. ⦿	<b>Phonological Awareness</b>	RL.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. ⦿	RI.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. ⦿	W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ★	L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> ). ► b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i> ). ► d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i> ). ⦿ e. Use adjectives and adverbs, and choose between them depending on what is to be modified. ★ f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i> ; <i>The little boy watched the movie</i> ; <i>The action movie was watched by the little boy</i> ). ⦿
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ► b. Build on others' talk in conversations by linking their comments to the remarks of others. ★ c. Ask for clarification and further explanation as needed about the topics and texts under discussion. ⦿	<b>Phonics and Word Recognition</b>	RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. ★ RL.2.3: Describe how characters in a story respond to major events and challenges. ⦿	<b>Craft and Structure</b>	<b>Production and Distribution of Writing</b>	L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. ► b. Use commas in greetings and closings of letters. ► c. Use an apostrophe to form contractions and frequently occurring possessives. ★ d. Generalize learned spelling patterns when writing words (e.g., cage->badge; boy -> boil). ★
SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ⦿	a. Distinguish long and short vowels when reading regularly spelled one-syllable words. ► b. Know spelling-sound correspondences for additional common vowel teams. ★ c. Decode regularly spelled two-syllable words with long vowels. ⦿ f. Recognize and read grade-appropriate irregularly spelled words. ⦿	<b>Craft and Structure</b>	RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . ⦿ RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ★	W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ★ W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ⦿	<b>Knowledge of Language</b> (Begins in Weeks 13-18)
SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ★	<b>Fluency</b>	<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b> (Begins in Weeks 13-18)	<b>Research to Build and Present Knowledge</b>	<b>Vocabulary Acquisition and Use</b>
<b>Presentation of Knowledge and Ideas</b>	RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. ► b. Know spelling-sound correspondences for additional common vowel teams. ★ c. Decode regularly spelled two-syllable words with long vowels. ⦿ f. Recognize and read grade-appropriate irregularly spelled words. ⦿	RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ⦿	<b>Range of Reading and Level of Text Complexity</b>	W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ⦿ W.2.8: Recall information from experiences or gather information from provided sources to answer a question. ⦿	L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. ⦿ d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ). ► L.2.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ). ⦿ L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ). ⦿
SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ★ SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) ⦿	RF.2.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ⦿ b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ⦿ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ⦿	<b>Range of Reading and Level of Text Complexity</b>	RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ⦿	<b>Range of Writing</b> (Begins in Grade 3)	

## Grade 2 ► Weeks 13-18 What Do Good Readers, Writers &amp; Thinkers Do?

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## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others. ⦿</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. ►</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ⦿</p> <p>SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ⦿</p>	Phonological Awareness	<p>RL.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. ►</p> <p>RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. ⦿</p> <p>RL.2.3: Describe how characters in a story respond to major events and challenges. ⦿</p>	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. ►</p> <p>RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. ★</p>	<p>W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ★</p>	<p>L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i>, <i>hid</i>, <i>told</i>). ►</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified. ⦿</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). ⦿</p>
	Phonics and Word Recognition	<p>RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams. ⦿</p> <p>c. Decode regularly spelled two-syllable words with long vowels. ►</p> <p>d. Decode words with common prefixes and suffixes. ★</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences. ★</p> <p>f. Recognize and read grade-appropriate irregularly spelled words. ►</p>	<p>Craft and Structure</p> <p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. ►</p> <p>RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ⦿</p> <p>RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. ★</p>	<p>Production and Distribution of Writing</p> <p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ⦿</p> <p>W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ⦿</p>	<p>L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives. ⦿</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> -&gt; <i>badge</i>; <i>boy</i> -&gt; <i>boil</i>). ⦿</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ★</p>
	Fluency	<p>RF.2.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. ⦿</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ⦿</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ⦿</p>	<p>Craft and Structure</p> <p>RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ⦿</p> <p>RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ★</p>	<p>Research to Build and Present Knowledge</p> <p>W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ⦿</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question. ⦿</p>	<p>Knowledge of Language</p> <p>L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English. ★</p>
Presentation of Knowledge and Ideas		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity	Vocabulary Acquisition and Use
<p>SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ⦿</p> <p>SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) ⦿</p>		<p>RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. ►</p>	<p>RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ★</p>	<p>Range of Reading and Level of Text Complexity</p> <p>RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ⦿</p>	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. ►</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). ★</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). ★</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. ★</p> <p>L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). ►</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurt</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>). ★</p> <p>L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). ⦿</p>
		Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Writing	
				(Begins in Grade 3)	



## Grade 2 ► Weeks 19-24 What Do Good Readers, Writers &amp; Thinkers Do?

## CODING KEY

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## FOCUS STANDARDS

Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others. ►</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ►</p> <p>SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ►</p>	Print Concepts	RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. ☉	RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. ☉	<p>W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. ★</p> <p>W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ☉</p>	<p>L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified. ☉</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). ☉</p> <p>L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives. ►</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage-&gt;badge; boy -&gt; boil). ☉</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ☉</p>
	Phonological Awareness	RL.2.3: Describe how characters in a story respond to major events and challenges. ►	Craft and Structure		
	Phonics and Word Recognition	RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. ★	RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ►		
Presentation of Knowledge and Ideas	RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ►	RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. ☉	Production and Distribution of Writing	Knowledge of Language
	b. Know spelling-sound correspondences for additional common vowel teams. ☉	RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ☉	RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ☉		
	d. Decode words with common prefixes and suffixes. ☉	Integration of Knowledge and Ideas	RI.2.8: Describe how reasons support specific points the author makes in a text. ★		
	e. Identify words with inconsistent but common spelling-sound correspondences. ☉	RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ★	RI.2.9: Compare and contrast the most important points presented by two texts on the same topic. ★	Research to Build and Present Knowledge	Vocabulary Acquisition and Use
	f. Recognize and read grade-appropriate irregularly spelled words. ☉	Range of Reading and Level of Text Complexity	RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ☉		
	Fluency	RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ☉	RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ☉		
	RF.2.4: Read with sufficient accuracy and fluency to support comprehension.	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Writing	
	a. Read on-level text with purpose and understanding. ☉				
	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ☉				
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ☉			(Begins in Grade 3)	

## Grade 2 ► Weeks 25-30 What Do Good Readers, Writers &amp; Thinkers Do?

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## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
	Phonological Awareness	RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. ►	RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 🌀 RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. ★	W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 🌀 W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 🌀	L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. ► f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ). 🌀
Presentation of Knowledge and Ideas	Phonics and Word Recognition	Craft and Structure	Craft and Structure	Production and Distribution of Writing	Knowledge of Language
SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ► SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 🌀 SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) 🌀	RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. ► d. Decode words with common prefixes and suffixes. ► e. Identify words with inconsistent but common spelling-sound correspondences. 🌀 f. Recognize and read grade-appropriate irregularly spelled words. 🌀	RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 🌀 RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 🌀	RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 🌀	W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 🌀 W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 🌀	L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Generalize learned spelling patterns when writing words (e.g., cage->badge; boy -> boil). 🌀 e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ►
	Fluency	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Research to Build and Present Knowledge	Vocabulary Acquisition and Use
	RF.2.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. 🌀 b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 🌀 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 🌀	RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 🌀	RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ► RI.2.8: Describe how reasons support specific points the author makes in a text. 🌀 RI.2.9: Compare and contrast the most important points presented by two texts on the same topic. 🌀	W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 🌀 W.2.8: Recall information from experiences or gather information from provided sources to answer a question. 🌀	L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. 🌀
		Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Writing (Begins in Grade 3)	
		RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 🌀	RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 🌀		L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ). ► e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. ► L.2.5: Demonstrate understanding of word relationships and nuances in word meanings. b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ). ► L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ). 🌀

## Grade 2 ► Weeks 31-36 What Do Good Readers, Writers &amp; Thinkers Do?

## CODING KEY

★ = New Standard

⦿ = Continued Focus

► = Focus Fading to Mastery

## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
	Phonological Awareness	Craft and Structure			
Presentation of Knowledge and Ideas	Phonics and Word Recognition				
SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. ►	RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words. e. Identify words with inconsistent but common spelling-sound correspondences. ► f. Recognize and read grade-appropriate irregularly spelled words. ►	RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. ► RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ⦿	RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. ► RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. ►	W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section. ⦿ W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ⦿	L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ). ►
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) ►					
	Fluency	Integration of Knowledge and Ideas	Craft and Structure	Production and Distribution of Writing	
	RF.2.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ⦿ b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ⦿ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ⦿	RL.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. ►	RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. ►	W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ► W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ►	L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> -> <i>badge</i> ; <i>boy</i> -> <i>boil</i> ). ►
		Range of Reading and Level of Text Complexity	Integration of Knowledge and Ideas	Research to Build and Present Knowledge	Knowledge of Language
		RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ►	RI.2.8: Describe how reasons support specific points the author makes in a text. ► RI.2.9: Compare and contrast the most important points presented by two texts on the same topic. ►	W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ⦿ W.2.8: Recall information from experiences or gather information from provided sources to answer a question. ⦿	L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. ►
		Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity		Vocabulary Acquisition and Use
		RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ►	RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ►	Range of Writing (Begins in Grade 3)	L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ). ⦿